

**Agenda Item VII.A, Board Action on Human Resources Committee recommendations concerning the following policies in the Board's proposed 200 policy series**

General Business Meeting

April 7, 2015

The Human Resources Committee ("Committee") met on March 17, 2015 and took action on the policies listed in the table below. The actions approved at the Committee meeting is also contained in the table. The text of the policies is contained on the following pages. If the Committee recommended amendments to the policies at its March 17, 2015 meeting, those amendments are shown in redline. If the Committee recommended the policy be approved as described in the submittal dated March 17, 2015, any redlining was accepted, so a clean copy is attached.

<b>Policy</b>	<b>Title</b>	<b>Actions Taken at March 17, 2015 Human Resources Committee Meeting</b>
E-202	Highly Effective School Administration (Strong, Visible School Leadership)	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
E-204	Hiring, Training and Retention of Employees	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
1110-4 (now 201.3)	Collective Bargaining	Reconsidered Committee recommendation to delete; recommend Board approve the policy: (1) with the addition of rationale stating that "the Board believes that shared decision-making through collective bargaining is fundamental to good management and positive employee relations;" and (2) including a statement that the policy is applicable to charter schools.
201.1	Employee Code of Ethics	Recommend the Board approve combining Board Policy 201.1, Employee Code of Ethics and Board Policy 201.3 Employee, Contractor and Volunteer Ethics and Conflict of Interest under 201.1; making amendments to the policy; and making the policy applicable to charter schools and the State Public Charter School Commission.
201.2	Accountability of Employees	Recommend the Board approve Board Policy 201.2, Accountability of Employees with an amendment and addition of a rationale stating "[t]he Board believes that this policy promotes compliance with its policies and Department rules, regulations and procedures, and that this policy reinforces accountability at all levels of the Department to support the strategic plan of the Board and Department," and to note that the policy does not apply to charter schools

<b>Policy</b>	<b>Title</b>	<b>Actions Taken at March 17, 2015 Human Resources Committee Meeting</b>
201.3 (combined with 201.1)	Employee, Contractor, and Volunteer Ethics and Conflict of Interest	See action described for Board Policy 201.1.
202.4	Principal Performance Evaluation	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
203.2	Developmentally-Appropriate Teaching Strategies	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
203.3	Guidance Regarding Student Rights and Disciplinary Practices	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
203.4	Teacher Performance Evaluation	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.
204.8	Department of Education Employee Dress Code	Recommend the Board approve the policy as described in the submittal dated March 17, 2015.

## **Policy E-202**

### **Highly Effective School Administration (Strong, Visible School Leadership ends policy)**

**Policy:** The Department shall ensure that each school has strong, visible school leadership. School level leadership shall demonstrate the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation; and promoting student success.

**Rationale:** The Board of Education (Board) believes that strong school leadership is key to achieving excellence in our education system.

## **Policy E-204**

### **Hiring, Training and Retention of Employees**

**Policy:** The Department shall ensure that a dynamic and efficient staff, dedicated to excellence in public education and aligned with Department goals / outcomes, is recruited, managed, developed, and retained within the applicable legal, contractual and financial limits and obligations. The Department shall use a long-range and strategic approach to managing its human resources that are so essential to educational excellence. The Department shall ensure that there are in place effective procedures related to: (1) recruitment, (2) evaluation and accountability, (3) continuing education training, and (4) employee health and wellness.

**Rationale:** A critical dimension of a quality educational program is the quality, commitment and development of qualified and professional staff in every classification and type of employment.

1110-4

~~1110-4~~

Policy 201.3

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**Collective Bargaining**

**~~POLICY~~**

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The department shall provide for and implement collective bargaining for its employees in accordance with law.

Rationale: The Board believes that shared decision-making through collective bargaining is fundamental to good management and positive employee relations.

Approved: 8/70

See: Act 171, SLH 1970

## Combined Policy 201.1 with Policy 201.3

5511

1200-1.41

### POLICY 201.1

#### **EMPLOYEE CODE OF ETHICS**

~~Department of Education personnel shall strictly adhere to the Hawaii State Code of Ethics and the Code of Ethics for public employees of the State as prescribed in Chapter 84 of the Hawaii Revised Statutes.~~

~~Rationale: It is important for the Board to reinforce its commitment to the State Code of Ethics and to emphasize its importance to all employees.~~

~~Approved: 9/1/70; Amended: 10/74; 6/86~~

~~(Former Policy #5513)~~

**1200-1.41**

### **POLICY 201.3**

#### **Employee, Contractor, ~~a~~And Volunteer Ethics ~~AND CONFLICT OF INTEREST~~**

All employees, contractors, and volunteers of the public school system, public library system, Board of Education, charter schools and Charter School Commission shall conduct themselves in an ethical manner and comply with federal and state laws, rules, regulations, and ~~applicable departmental~~ policies, procedures, regulations, rules, and guidance to promote public trust and confidence in public education. All personnel shall strictly adhere to the Hawaii State Code of Ethics and the Code of Ethics for public employees of the State as prescribed in Chapter 84 of the Hawaii Revised Statutes.

In implementing and carrying out this policy, ~~each responsible entity~~the Department ~~shall~~ shall establish regulations and/or guidelines and the same shall be clearly conveyed to ~~the respective such~~ employees, contractors, and volunteers. These regulations and/or guidelines on ethics shall comply with and reflect relevant state and federal laws, rules, and regulations, including ~~applicable department,~~ system, and board policies, procedures, guidelines and directives, and standards of conduct and conflict of interest provisions.

Rationale: The Board of Education recognizes that sound, ethical standards of conduct by employees, contractors, and volunteers of the public school system (including

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charter schools), public library system, and Board of Education- must be observed at all times in order to carry out their roles and responsibilities in serving the public. It is important for the Board to reinforce its commitment to the State Code of Ethics and to emphasize its importance to all employees.

~~Approved: 6/4/09; Amended: 10/01/09~~

**POLICY 201.2****ACCOUNTABILITY OF EMPLOYEES****POLICY**

In furtherance of the requirements of applicable state law as it relates to education, the Board of Education and Department of Education strategic plan, and other relevant policies, rules, regulations and procedures~~the Reinventing Education Act of 2004, Act 51, Session Laws of Hawaii 2004~~, it is the policy of the Board of Education (Board) that all Department of Education (Department) employees at school, complex area, and state levels comply with and implement Board policies and Department rules, regulations, and procedures. All Department employees will be held accountable for failure to comply with or implement Board policies or Department rules, regulations, or procedures.

~~The Board believes that this policy will promote compliance with its policies and Department rules, regulations, and procedures, and reinforce accountability within the public school system to support the Board's and Department's goals for student learning.~~

Any employee who is found to have violated this policy or other policies, laws, rules, regulations, procedures, guidelines, or directives may be subject to disciplinary action, up to and including termination of employment from the Department in-line consistent with applicable Board and Department policies, regulations, rules, collective bargaining agreements, and other civil service laws, rules, and regulations.

Rationale: The Board believes that this policy promotes compliance with its policies and Department rules, regulations and procedures, and that this policy reinforces accountability at all levels of the Department to support the strategic plan of the Board and Department.

Approved: 9/17/09



**POLICY 202.4****PRINCIPAL PERFORMANCE EVALUATION POLICY**

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

**GENERAL**

The Department of Education shall establish a common and consistent evaluation system to provide principals with information necessary to continually improve their instructional practice and leadership. Each principal shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the principal evaluation system, the Department shall consult and confer regarding the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation systems. In addition, the Department shall involve principals in the development and improvement of the evaluation system.

The evaluation of a principal shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

In developing the evaluation system, the Department shall utilize a pilot test system for either selected schools or for the statewide system. During the pilot years, the Department shall utilize the information and data that are collected to validate and revise the evaluation system. During the pilot years, the results of the redesigned individual evaluations shall not result in adverse consequences for principals.

The evaluation system must provide timely feedback to identify the needs of principals and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to principals who are rated marginal.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreements, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system for principals that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

Rationale: The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

Approved: 04/17/12

**POLICY 203.2****DEVELOPMENTALLY-APPROPRIATE TEACHING STRATEGIES**

The Department of Education shall provide all teachers and school administrators with research-based information about how all children develop and learn, including: (1) the interrelatedness and interdependency of children's physical, social, emotional, and cognitive development; (2) a planned approach to the development of knowledge and skills articulated to address, as appropriate, academic performance standards as approved by the Board of Education; (3) recognition that development progresses at varying rates among children within an age group and within individual children; (4) the importance of capitalizing on optimal periods for specific types of development and learning; (5) recognition that children come to understand their world through active physical involvement, social engagement, and culturally-transmitted knowledge; and (6) the importance of play in a child's development.

Teachers shall apply knowledge of the above characteristics of students to ensure that all students will receive developmentally-appropriate instruction to support attainment of state performance standards as approved by the Board of Education.

Teaching and learning activities in all primary grades shall meet each child's developmental readiness within Department of Education approved guidelines.

Teachers shall appropriately adapt activities based on student data indicative of readiness that have been obtained through such sources as timely and appropriate assessment, careful observation, interviews of parents, and examination of preschool records, to ensure that all children learn and make adequate progress. Teachers shall make every effort, within available resources, to provide for children who demonstrate special interests and skills or exhibit greater than normal difficulty in learning.

**Rationale:** The Board of Education recognizes that children enter school diverse in their physical, social, emotional, and cognitive development.

Approved: 01/99

Amended: 01/05/06

**POLICY 203.3****GUIDANCE REGARDING STUDENT RIGHTS AND DISCIPLINARY PRACTICES**

The Department of Education shall provide teachers, on an annual basis, with clear guidance regarding relevant departmental regulations, administrative rules, and state and federal laws affecting student rights and the appropriate use of disciplinary practices in the event that student behavior interferes with learning and/or the safety of others in the classroom.

Rationale: The Board of Education believes that all students have the right to an education in safe and orderly school environments. Within classrooms, order and discipline are essential for optimum instruction and learning.

Approved: 6/98

**POLICY 203.4****TEACHER PERFORMANCE EVALUATION POLICY**

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

**GENERAL**

The Department of Education shall establish a common and consistent evaluation system to provide teachers with information necessary to continually improve their instructional practice and leadership. Each teacher shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the evaluation systems, the Department shall consult and confer the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation system. In addition, the Department shall involve teachers in the development and improvement of the evaluation system.

The evaluation of a teacher shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

The evaluation system must provide timely feedback to identify the needs of educators and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to teachers who are rated marginal.

The evaluation system shall be subject to due process provisions of the collective bargaining agreement, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-

2014 school year. Performance levels and associated feedback must be used to inform personnel decisions.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Teacher Practice: The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.
- Student Learning and Growth: The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.

**Rationale:** The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

Approved: 04/17/12

**POLICY 204.8**

**DEPARTMENT OF EDUCATION EMPLOYEE DRESS CODE**

It is the policy of the Board of Education that the dress, grooming, and personal hygiene of each employee of the Department of Education be appropriate to the work situation.

The Department of Education shall develop regulations and guidelines to implement this dress code policy.

**Rationale:** Appropriate employee attire is important for the following reasons: to present a professional, identifiable appearance for students, parents and community; to promote a positive work environment and to limit distractions; to foster respect and confidence from the public served; to ensure safety while working.

Approved: 2/17/05